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# JOHN DE LA HOWE SCHOOL



## ANNUAL REPORT 1985-1986

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STATE DOCUMENTS



November 11, 1986

The Honorable Richard W. Riley  
Governor  
State of South Carolina  
Post Office Box 11450  
Columbia, South Carolina 29211

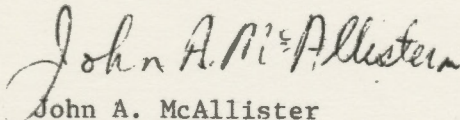
Dear Governor Riley:

On behalf of my fellow members of the John de la Howe School Board of Trustees and the Administrative Staff, I hereby submit to you and the General Assembly of South Carolina John de la Howe School's Annual Report for the 1985-86 fiscal year.

Several John de la Howe School Board members and staff members have been associated with this unique agency for many years. We are proud to have been a part of the long history of providing services to the children and young people who have been in care. The entire Board and staff, led by John C. Shiflet, Jr., Superintendent, share in this excitement which is generated by our continued commitment to the changing needs of those being referred. The John de la Howe School Program is respected in the child care field, and we have every intention of remaining on the "cutting edge" of services to South Carolina.

I thank you and the members of the South Carolina General Assembly for all that you do for South Carolina and particularly John de la Howe School.

Sincerely,



John A. McAllister  
Chairman

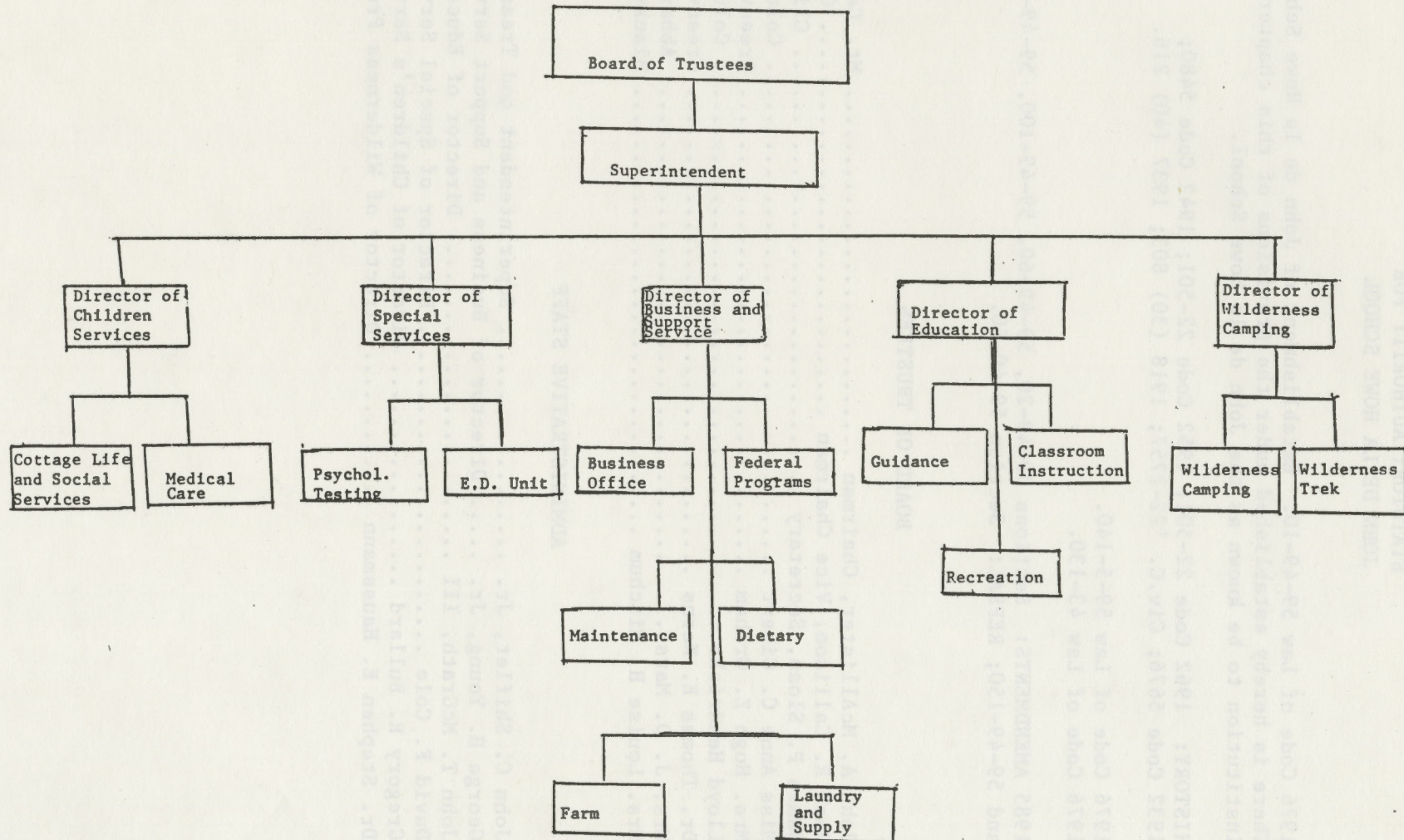
JOHN DE LA HOWE SCHOOL BOARD OF TRUSTEES



## TABLE OF CONTENTS

Letter of Transmittal .....	1
Table of Contents .....	2
Organizational Chart .....	3
Statutory Authority .....	4
Board of Trustees .....	4
Administrative Staff .....	4
Historical Statement .....	5
Department Reports .....	7
Administration .....	7
Children's Services .....	8
Medical Care .....	10
Chapel Program .....	12
Education .....	13
Library Services .....	16
Recreation .....	16
Special Services .....	19
Wilderness Program .....	21
Wilderness Camp .....	21
Wilderness Trek .....	24
Business and Support Services .....	26
Federal Programs .....	26
Plant Maintenance .....	28
Dietary .....	28
Farm Operation .....	29
Laundry and Supply .....	29
Financial Statement .....	30

JOHN DE LA HOWE SCHOOL  
ORGANIZATIONAL CHART





STATUTORY AUTHORITY FOR  
JOHN DE LA HOWE SCHOOL

1976 Code of Law 59-49-10. Establishment of John de la Howe School.  
There is hereby established under the provisions of this chapter an  
institution to be known as the John de la Howe School.

HISTORY: 1962 Code 22-501; 1952 Code 22-501; 1942 Code 5480;  
1932 Code 5676; Civ.C. '22-2757; 1918 (30) 803; 1937 (40) 216.

1976 Code of Law 59-5-140.  
1976 Code of Law 43-130.

1985 AMENDMENTS: Sections 59-49-20, 59-49-60, 59-49-100, 59-49-110,  
and 59-49-150; REPEAL: Section 59-40-50.

BOARD OF TRUSTEES

John A. McAllister, Chairman .....	Mt. Carmel
Jack R. Callison, Vice Chairman .....	Cayce
James P. Sloan, Secretary .....	Clinton
Miss Anne C. Gibert .....	Columbia
Mrs. Hugh Z. Graham .....	Greenville
Lloyd Hendricks .....	Columbia
Dr. Thomas E. Kerns .....	Greenville
Mrs. J. D. Mars .....	Abbeville
Mrs. Louise H. Mitchum .....	Blackville

ADMINISTRATIVE STAFF

John C. Shiflet, Jr. ....	Superintendent and Treasurer
George H. Young, Jr. ....	Director of Business and Support Services
John T. McGrath, III .....	Director of Education
David F. Cole .....	Director of Special Services
Gregory R. Bullard .....	Director of Children's Services
Dr. Stephen E. Haussmann .....	Director of Wilderness Program



## HISTORICAL STATEMENT

John de la Howe School is a group child care agency for school age children and young people who need placement as a result of some individual, family or community problem. The School was established in 1797 according to the will of Dr. John de la Howe, a Frenchman, who settled near New Bordeaux with the French Huguenots in November, 1764. The School, named Lethe Agricultural Seminary, was to care for and educate 12 poor boys and 12 poor girls of Abbeville County whose parents had resided at least six years in the County. Dr. de la Howe received his idea of a manual training school from the April, 1787, issue of "The Columbia Magazine" published in London.

John de la Howe School is the oldest State institution in South Carolina and the second oldest in the Carolinas. It has been recognized as the oldest manual training foundation in America. It is located 8 miles northwest of McCormick on State Highway 81. De la Howe property consists of 1,476 acres of land—1,000 of which are to remain in forests. About 100 acres of forest surround the tomb of Dr. de la Howe, and this area has been named by the Society of American Foresters for their Natural Areas Program. The National Park Service has listed it as a Registered Natural Landmark. The area is also a South Carolina Heritage Site and is recognized by the South Carolina Wildlife and Marine Resources Commission as an outstanding example of a virgin southern piedmont forest which possesses exceptional value in illustrating the natural diversity of South Carolina. John de la Howe School is listed in the "National Register of Historic Places."

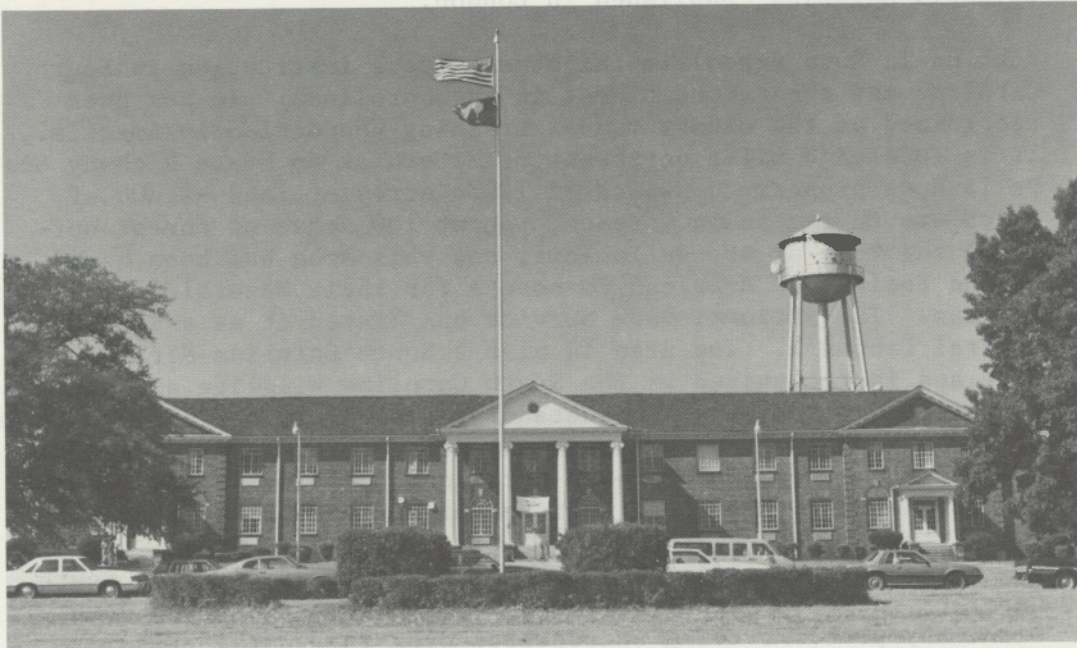
Dr. de la Howe specified that the Agricultural Society of South Carolina carry out the provisions of his will. This was done with many problems being encountered over the years. Finally in 1918, the State of South Carolina assumed control; and children were accepted for placement from all parts of the State. The School is now in McCormick County, which was formed in 1916 from parts of Abbeville, Greenwood and Edgefield Counties.

The School was originally located at the homesite of Dr. de la Howe. It was moved in the 1800's in the vicinity of the present campus entrance and in 1918 to the present site. At this time a large, stone building was begun to house offices, school, sleeping quarters as well as the kitchen and dining hall. This building, named "de la Howe Hall," was destroyed by fire in November, 1937. The present administration building and nine cottages were constructed in 1938 and 1939. Since that time many modern facilities have been added, including three cottages, cafeteria, school and activities building and an infirmary.

Presently children and young people are referred to John de la Howe School by public and private agencies and families, with over 150



receiving residential services each year. To meet the needs of those in placement, a structured program supervised by caring, dedicated staff has been designed.



ADMINISTRATION BUILDING  
JOHN DE LA HOWE SCHOOL



## DEPARTMENT REPORTS

### ADMINISTRATION

John C. Shiflet, Jr., Superintendent and Treasurer

The Governing Board of John de la Howe School (Board of Trustees) is appointed by the Governor and confirmed by the Senate. The loyalty, dedication and hard work of these nine individuals provides the foundation for the success of the John de la Howe School Program.

The entire John de la Howe School family was saddened this year by the death of valued Board member and friend, The Reverend Len G. Corder of Williston, South Carolina. The following resolution became a part of the permanent Board Minutes, with a copy prepared for Mr. Corder's lovely wife, Helen Queen Corder:

"WHEREAS, God in His wisdom has called to his Heavenly home our dear friend and fellow Board member, The Reverend Len G. Corder, and

WHEREAS, while recognizing the great loss John de la Howe School and its Board of Trustees have sustained, we bow in humble submission to God's will, which on occasions is beyond human understanding, and wish to pay tribute to Mr. Corder, a Christian gentleman in the finest meaning of the word, whose good life meant so much to so many, and

WHEREAS, Mr. Corder served faithfully and well on the John de la Howe School Board of Trustees from July 1, 1974, until his death, December 21, 1985, his warm, friendly, and attractive personality endearing him to all of us, while his ability, dedication, and constructive contributions as a Board member enriched our joint endeavors for the betterment of John de la Howe School and the children under our care, and

WHEREAS, Mr. Corder's capacity for leadership and his zeal for serving his fellowman were reflected in his giving of his time in unselfish service on the boards of many other educational and church-related institutions, which benefited from his wise counsels, now, therefore

BE IT RESOLVED that we, as members of the Board of Trustees pause to honor our departed friend and fellow Board member, with appropriate recognition of the magnitude of the loss sustained by John de la Howe School, and shall continue to be inspired by the memory of Mr. Corder's dedicated life of service, his conscientious and personal devotion to his



Board responsibilities, his gentleness of spirit, and his sound judgement.

BE IT FURTHER RESOLVED that this resolution be spread upon the pages of our minutes, and that copies be presented to members of Mr. Corder's family, to whom we extend sincere expressions of our heartfelt sympathy in the death of their loved one.

Unanimously adopted this 9th day of April, one thousand nine hundred and eighty-six, at John de la Howe School, McCormick, South Carolina, by the Board of Trustees of John de la Howe School.

Chosen by Governor Richard W. Riley in May, 1986, to become a member of the John de la Howe School Board of Trustees was Mrs. Louise H. Mitchum from Blackville, South Carolina. Mrs. Mitchum brings to the Board past experience in the field of human services. She is very active in her community and has already proven to be an asset to the Board of Trustees.

The Superintendent and Treasurer of John de la Howe School is elected by the Board of Trustees. He is responsible for selecting and supervising the staff, ensuring compliance with Board and State policies, management of all School property and facilities and the planning, implementation and supervision of the various programs which are designed to meet the needs of the children and families of South Carolina who are referred to John de la Howe School for service. The Superintendent has one full-time, executive secretary, Mrs. Jean D. Able, who provides valuable assistance.

The Board of Trustees and the Administration of John de la Howe School devoted much of its efforts during the year to the development of the Therapeutic Wilderness Camping Program. A summary of these efforts and a complete description of the program follow in this report.

#### CHILDREN'S SERVICES

Gregory R. Bullard, Director

The 1985-86 fiscal year was one of growth for Children's Services in numbers, program and strength. This is an exciting time to be in the business of serving children and families. Child caring agencies are grappling with and searching for new and better ways of helping the children who are products of far too many troubled homes. This process is making us look at ourselves and re-evaluate the things we are doing to and for children. One of the things to come out of that process this year has been the establishment of the South Carolina Association of Homes for Children. Hopefully this group of child care administrators will form the nucleus



of a strong advocacy group for children, especially those who for one reason or another find themselves in group care. I am proud to have been elected to serve as the secretary of this organization for the coming year.

In June seven of our students graduated from McCormick High School: Amanda (Mindy) Bonham, Kenneth Green, Angela Lowden, Keith McHugh, Theresa Mizzell, Maureen Rister, and Sergio White. We are proud of this large number of graduates and wish them well as they continue with their education. Additionally we had two students who passed the G.E.D. exam: William "Bill" Smith and Randy Salser. A number of our young people are also continuing their education through Job Corps centers in Georgia, Kentucky and South Carolina.

Mrs. Linda Kidd was promoted to executive support specialist and as such has responsibility for supervision of all clerical and supportive services in the Children's Services Department. Assisting her are receptionist/secretary Tammy Edmunds, and social worker aide/secretary Jackie Elgin, both of whom joined our staff this fiscal year. Mr. Clarence E. Harrell, III, unit coordinator, left our staff to become the Region III Placement Specialist for the South Carolina Department of Youth Services. Ms. Elizabeth Hart, M.S.W., unit coordinator, left us to join the staff of the Wil Lou Gray Opportunity School. Mr. Randy McManus and his family moved to de la Howe this year as he joined our department as a unit coordinator. Mr. John Carithers transferred into our department as a unit coordinator after having served as clinical counselor in our Special Services Department.

The third annual trip to Six Flags Over Georgia ended the year. This trip was developed as a goal incentive and as a reward to all the children and young people in our program who tried harder throughout the school year. These students have achieved at least Level #2 in our Level System, must not have been on Disciplinary Level, and must have passed their grade in school. We have found this trip to be not only a reward for a job well done, but a motivator and a pleasant opportunity for many of our children who have never been out of state or their county—let alone to some place as thrilling as Six Flags!

Many of our staff had opportunities to attend various workshops and training sessions in their particular areas of interest. Of particular note, Mr. Carithers, Mr. McManus, Mr. Cason, Ms. Houston and Ms. Hart attended a lecture in the Distinguished Psychotherapist Series by Dr. Albert Ellis, held in Columbia. Mr. Bullard attended the Southeastern Group Child Care Association 81st Annual Meeting, held in March.

The following statistics are from the period of July 1, 1985,



to June 30, 1986:

REFERRALS RECEIVED .....	712	
APPLICATIONS RECEIVED .....	215	FAMILIES ..198
EXPLORATORY VISITS .....	213	
CHILDREN ADMITTED .....	83	FAMILIES .. 77
APPLICATIONS TERMINATED BY INSTITUTION ..	48	FAMILIES .. 47
APPLICATIONS WITHDRAWN .....	20	FAMILIES .. 20
APPLICATIONS WITHDRAWN/REFUSED		
FOLLOWING EXPLORATORY VISIT ..	59	FAMILIES .. 58
CHILDREN DISCHARGED .....	98	
WITHDRAWN BY PARENT/GUARDIAN (PLANNED).	63	
DISCHARGED - DISCIPLINARY REASONS ....	13	
LEFT WITHOUT PERMISSION (UNPLANNED) ..	16	
GRADUATES .....	6*	

\*For recordkeeping purposes, one graduate was not shown as discharged as he remained on campus the summer months.

% OF THE 712 REFERRALS  
RECEIVED FY 1985-86:

DSS .....	24%
PRIVATE .....	50%
DYS .....	12%
OTHER (SCHOOLS ETC.)....	7%
STATE HOSP/MENTAL HEALTH .	7%

% OF THE 83 ACTUAL PLACE-  
MENTS FY 1985-86:

DSS .....	31%
PRIVATE .....	40%
DYS .....	23%
OTHER (SCHOOLS ETC.)..	2%
STATE HOSP/MENTAL HEALTH	4%

ACTUAL NO. OF THE 172 RE-  
FERRALS RECEIVED FY '85-86:

DSS .....	171
PRIVATE .....	357
DYS .....	85
OTHER (SCHOOLS ETC)....	50
STATE HOSP/MENTAL HEALTH.	49

ACTUAL NO. OF THE 83 PLACE-  
MENTS AT DE LA HOWE FY '85-86:

DSS .....	26
PRIVATE .....	33
DYS .....	19
OTHER (SCHOOLS ETC.) ..	2
STATE HOSP/MENTAL HEALTH .	3

E. F. Gettys Infirmary

Preventive health care for the students at John de la Howe School was emphasized this fiscal year at the E. F. Gettys Infirmary.

Primary preventive care involved tackling a health "enemy"—the annual influenza epidemic—which has in the past filled every available bed in the infirmary. The "flu" has posed a health threat with its accompanying high fevers, caused much discomfort



and necessitated many lost days of school for many of the children.

All students were immunized against influenza in November, 1985, with those under thirteen years of age receiving a second vaccination in December, for a total of 156 immunizations being administered. Not one student or staff member had an adverse reaction to the vaccine, and John de la Howe School had its first year in quite some time when not one student contracted influenza. Funds for the vaccine were donated by Limestone Presbyterian Church, Gaffney, South Carolina.

Primary preventive care continued with immunization of 26 students at high risk for red or hard measles (rubeola). Though this illness reached comparatively high levels in South Carolina, our young people remained free of the virus diseases.

Nurses practiced their preventive care at the secondary level with close follow-up of students showing signs and symptoms of beginning illnesses, providing 12,637 student outpatient services during the year. Early intervention kept infirmary admissions to 91, with 198 days of inpatient care and lost days of school. Admissions to the infirmary were reported to the education personnel, and nurses assisted the children in keeping up homework/classroom assignments.

Accidents are to be expected where there are children. Nursing personnel provided care for 355 students suffering accidents from splinters to sprains, lacerations, fractures, and head injury. Only 8 students required hospital emergency room referral, with five students transported to Abbeville County Memorial Hospital and 3 to Self Memorial Hospital, Greenwood.

Five students required hospitalization in Self Memorial Hospital during the fiscal year. One had a chronic, medical problem, one sustained a head injury with concussion and three required tonsillectomies. All returned to the infirmary for convalescence, where they could receive professional observation, skilled loving care, and for a added savings to the agency.

Medical and dental care for the children was provided primarily by MEGALS physicians—Dr. James W. Gilbert and Dr. Norman Richardson and dentists—Drs. Jeff and Jeanne Newbern. Other routine health support services included: Dr. Hugh McCord, Anderson, child and adolescent psychiatrist, who visited monthly for consultation with the young people in the emotionally disturbed program and others as needed; McCormick County Health Department programs; and Dr. David Lewis, optometrist, Abbeville, who provided services for many of our children.



Specialists utilized in Greenwood, South Carolina, included urologists, dermatologist, ear-nose-throat surgeon, a neurosurgeon, a neurologist, orthopedist and an orthodontist. One student with special growth problems was treated and continued to be followed at no charge to the agency by a professor with M.U.S.C. at Spartanburg General Hospital, Dr. A. L. Stickland, a pediatric endocrinologist. Results in this case have been encouraging.

The Head Nurse-Family Nurse Practitioner and the MEGALS physicians began dialogue on standing orders to cover expanded-care provisions by both infirmiry nurses and protocols to further expand the services of our Family Nurse Practitioner. Expectations are that these endeavors will soon be put into practice, supporting the preventive care approach to health care at John de la Howe School and decreasing transportation expenses and students' time away from school and campus life.

During the fiscal year both Anne Long, R.N.F.P., Head Nurse, and Wilma Barton, R.N., Staff Nurse, were hospitalized and required unexpected major surgeries. We are pleased to report that both have recovered and are back to work on a full-time basis.

#### Chapel Program - The Reverend Keith E. Murray

Our Chaplain-Unit Coordinator is responsible for the spiritual needs of the campus (students, staff and their families), as well as social work in two cottages.

This fiscal year was highlighted by several sprititually-enriching special events, in addition to daily spiritual counseling, Sunday School and Worship Services.

Prior to the school year ending, members of a campus Christian youth group, the "Sure Thing," and the Reverend Mr. Murray participated in the fourth annual Spring Retreat, held this year at nearby Hickory Knob State Resort Park. During this two-day retreat, the young people enjoyed swimming, bicycling and hiking in the beautiful surroundings, as well as Christain study and discussion sessions.

Other noteworthy events were the annual "Sure Thing" Christmas caroling, off-campus trips to neighboring churches, staff Bible studies, and a variety of thought-provoking, spiritual films.

Several physical improvements were made to the Chapel during the fiscal year, including a new heating and air conditioning system, sound system, conversion of three Sunday School classrooms into the Chaplain's office and a comfortable, multi-purpose room, referred to as "The Living Room" and the restoration/protection of our priceless, stained-glass window. The



McKissick Memorial Chapel, including the beautiful window, was constructed in 1938 and dedicated March 19, 1939, with funds donated through the generosity of the late Mrs. A. F. McKissick. Mrs. McKissick, long-time member of the John de la Howe School Board of Trustees from Greenville County, presented the Chapel as a memorial to "her beloved daughter and to her devoted husband. . ."

Sadness gripped the John de la Howe School family during the Christmas Season when houseparent Miss Cynthia Carter and Trustee The Reverend Len G. Corder passed away in the same week. Chaplain Murray led the January Board of Trustee meeting in a devotional message remembering these two beloved persons and officiated at a campus-wide memorial service held January 12, 1986.

The Chaplain's membership in the McCormick County Ministerial Association proved to be a source of year-long fellowship with fellow pastors from several denominations in the County. Of special inspirational and practical value to our Chaplain were two training opportunities—a "Christians in Social Work" symposium, led by Dr. Alan Keith-Lucas, and the Billy Graham School of Evangelism, held in Wheaton, Illinois.

#### EDUCATION

J. T. McGrath, III, Director

It was a good school year with many of our students moving forward, both academically and socially. When we accentuate the positive in dealing with our young people, we see results that are more meaningful and realistic.

As a result of enrollment changes, we combined our first, second and third grades with one teacher and our fourth and fifth grades with one teacher. This has worked well for us in the past.

The school staff consisted of six academic teachers, a music teacher, art teacher, remedial math teacher, remedial reading teacher, teacher of the emotionally handicapped/self-contained, an educable mentally handicapped resource teacher, homemaking teacher, pre-vocation teacher, a half-time guidance counselor, four teacher aids, a secretary, an assistant librarian, and a custodian. The campus supervisor of activities is a certified physical education teacher and teaches the physical education classes and helps with the health and safety program.

Our curriculum is varied to meet the needs of individual students, because many of our students have had problems adjusting to the classroom environment in their previous schools. The guidance



counselor works closely with these students to help them become oriented and adjusted to the classroom environment.

The half-time guidance counselor's duties include supervising the testing program. In this capacity the counselor works closely with the classroom, remedial reading and remedial math teachers to insure that each student receives suitable instruction for his or her level of academic achievement. The counselor worked with grades 10 through 12 in the afternoons. High school students were given vocational counseling and special help where needed. A number of group counseling sessions were held during the year. These sessions consisted of vocational counseling and testing, self-concept, accepting responsibility, substance abuse, and values clarification. The guidance counselor counseled with 125 students on campus and 35 attending McCormick High School. Because some students need more than one counseling session, the guidance counselor held a total of 176 individual counseling sessions.

With continued Federal funding through Chapter I, a remedial reading teacher and a remedial math teacher were employed for the school year. The remedial reading teacher worked with a total of 25 students from grades 4 through 9 who qualified to participate in the Chapter I Reading Program. Of these 25 students, 18 were in the program for the entire school year. Progress ranged from .2 months to a gain of 2.3 years.

The remedial math teacher worked with a total of 26 students from grades 4 through 9 who qualified to participate in the Chapter I Remedial Math Program. Of these 26 students, 16 were in the program for the entire school year. Progress ranged from .2 months to a gain of 3.6 years.

The self-contained handicapped program served 8 students whose achievements allowed them to be mainstreamed into the regular school program. There were 8 young men enrolled in the EH program.

A regular music program was provided for grades 1 through 6. Music was offered to grades 7 through 9 on an elective basis. Chorus was offered to grades 7 through 9 on an elective basis. A number of musical programs were presented to the student body and staff during the school year. Music appreciation was offered to ninth graders on an elective basis for high school credit.

Other opportunities are provided for students to develop responsibility, self-confidence and a positive self-concept. These opportunities are offered in prevocation courses and work programs. The prevocational program consists of general shop, homemaking and prevocational skills, as well as an



introduction to the world of work.

Work training is provided through the work programs on the campus farm, cafeteria, laundry, infirmary, administration building, and the campus clean-up program. The school principal is responsible for making work assignments and consulting with work supervisors concerning each student's performance.

Besides the 125 students served in the L. S. Brice School on campus, we had 35 students served by McCormick High School (grades 10—12). We had seven seniors during the school year, with all seven graduating June 4, 1986. Two of these graduates went to Job Corps, three entered technical schools, one entered the University of South Carolina in Columbia and one entered the job market.



Honor students prepare to enter an Awards Program held yearly on campus in the Administration Building Auditorium to recognize the individual achievements of children and young people.



## Library Services

The L. S. Brice School Library was open Monday through Friday from 7:45 a.m. to 5:00 p.m. All the students on campus and those attending McCormick High School had access to the library and made use of the many volumes and films. The library has 6,573 volumes, including references. Twenty-seven magazines and 5 newspapers are available.

Mrs. Amy Jenkins, teacher/librarian, who spends half of her time in the classrooms, completed 3 hours toward certification in Library Science. She attended State-wide meetings—a Fall meeting held at the S. C. Department of Corrections and a Spring meeting held at the State Library. Mrs. Jenkins and Mrs. Lil Caudle, assistant librarian, attended a two-day workshop at White Oak, Baptist Convention Center, in Winnsboro.

Mrs. Theresa C. Mills, institutional library consultant; Mrs. Jane G. Connor, field service librarian for children's services; Ms. Lea Walsh, interlibrary loan librarian and Mr. Ron E. Anderson, field service librarian for audio-visual programs, presented our in-service training January 24, 1986, for all school staff.

The library again participated in the Book Collection Improvement Grant. Through this, much improvement was made to film and reference selections.

Assistant Librarian Lil Caudle is employed year-round in the library. During the summer months a summer reading program—with a closing certificate presentation, picture taking, and party—was enjoyed by those participating. Hand puppet shows, book parade, filmstrips and 16 mm films are available to the children.

## Recreation

The primary goal of the recreation and activities program is total involvement by all children placed in our care. Through recreation and activities, children receive the much needed diversion from work and daily routines. Purposeful play is essential for total growth—physical, mental, social and emotional.

The activities supervisor and one assistant plan and implement a physical education program for all students in grades 1 through 9. The fundamentals of sports and games are taught in these classes, as well as health and safety, sportsmanship, and the skills necessary for competitive sports. Classes meet daily and many films are shown to illustrate techniques. Each



year a field day is held in May with all students competing in track and field events. Ribbons are awarded for each event at the end of the day.

A recreation and activities program is planned and supervised in the late afternoons and at night with emphasis placed on group activity. Team competition is stressed in a variety of sports and games. Areas used include the gymnasium and activities center of the L. S. Brice School, tennis court, playground and playing fields. The activities center is open daily for students to visit the canteen, play pool, table tennis and other table games. Games in the gymnasium are also planned at this time. Students often sit in groups and watch television or listen to music. Emphasis is placed on weekend recreation as this is a time when all students are available. Movies are rented weekly and are shown to the children on weekends and holidays. Often, refreshments are served during the movie.

Much success was achieved this year through our annual intramural basketball program. All students have an opportunity to compete, and teams are divided according to age. Staff volunteers are used as coaches. Ribbons are awarded to all participating students at the conclusion of the program.

Much enthusiasm and school spirit are expressed by our students through a very successful basketball program in which our girls and boys compete with neighboring schools and church leagues. Athletic awards are presented to participating students at the conclusion of the season.

A summer swimming program, using our on-campus pool, is utilized extensively. All students are taught swimming and diving skills. At the end of the swimming season, 84% of the children passed a rigorous swimming test.

Water safety is taught to all students, and they are given an opportunity to participate in a canoeing program during the summer months. The backwaters of Clark Hill Reservoir, Little River and Long Cane Creeks surrounding our campus are ideal for carrying out the canoeing program.

Opportunities for cookouts, picnics, camping and fishing are provided through our "Quailwood Park," located on Little River. Often times, Parsons Mountain Lake in nearby Abbeville County is utilized for cookouts, picnics and hiking.

Many special events are planned throughout the year, including Valentine parties, Easter egg hunts, Independence Day activities (with participation in the McCormick Gold Rush festival), etc. Our annual Halloween Carnival is a special event in which staff and students share a very enjoyable activity. Our children

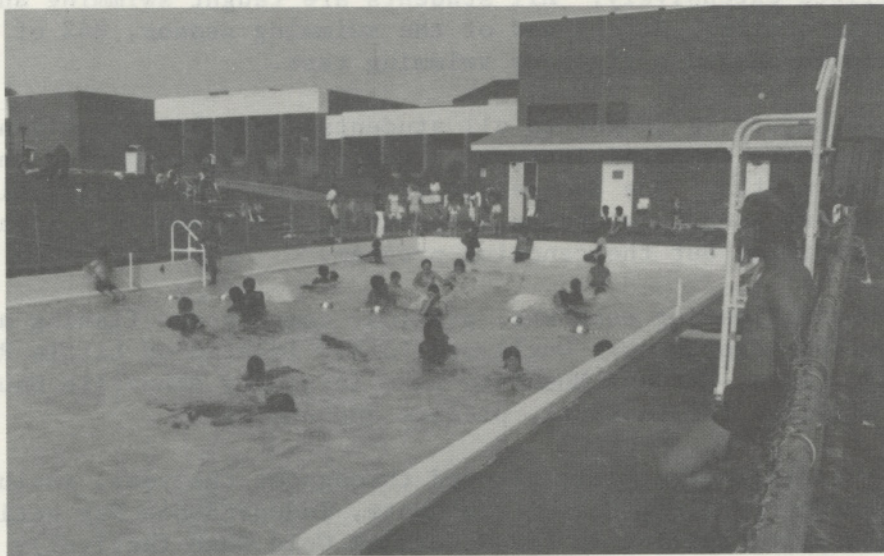


enjoyed several dances including a back-to-school dance and an end-of-the-year prom. For 38 years the McCormick, Abbeville and Calhoun Falls Lions Clubs have come together during the Christmas Season on the de la Howe Campus for a dinner meeting and to provide a dance to highlight the Season for our young people. The Lions also contribute monetarily toward the needs of our young people at this special time of the year.

Mr. Ben Sligh of Greenwood, South Carolina, deserves special recognition as he treats our young people to snow cones and cotton candy at least twice yearly, having provided this now for several years.

Many off-campus activities are planned as well, including movies, skating, plays, concerts, fairs, circus trips, sporting events, etc. Discounts or free admission for our children are often times provided by area businesses, theaters or civic groups. Special programs of interest are also brought to our campus throughout the year. Erskine College in Due West and Lander College in Greenwood frequently invite our young people to attend events on their campuses.

Fourteen of our young people were provided a rewarding experience at Camp Sertoma, Clemson, in June, through the generosity of the Greenwood and Emerald Rotary Clubs. Dr. James W. Gilbert of McCormick provided the necessary physicals at no charge as well.



Young people enjoy the outdoor pool 5 months a year.



The Supervisor of Activities coordinates the personal grooming needs of the children. Hair stylists from Greenwood and Plum Branch come to our campus to cut and style our children's hair in the barber shop located in the L. S. Brice School and Activities Building.

The Supervisor of Activities again served as coordinator of the volunteer program for the agency, having worked closely with the Governor's Division of Volunteer Services.

### SPECIAL SERVICES

David F. Cole, Director

The 1985-86 school year marked three and a half years that Special Services has been a part of the John de la Howe School Program. The responsibilities assigned to this area include:

1. Providing programs for children grades 1—9 in need of special education;
2. Direct involvement in the classification and placement of students who are in need of special education while in attendance at McCormick High School (grades 10—12);
3. Providing counseling to individuals in placement at John de la Howe School;
4. Conducting in-service training in the areas related to Special Services;
5. Assist in the remedial reading and math programs during the summer school session;
6. Provide a residential program for severely emotionally disturbed males;
7. Coordinate off-campus psychiatric/community mental health counseling.

The Special Services Department in conjunction with the Education Department provides special education programs to students. Students were served in a resource educational setting for emotionally handicapped and educable mentally handicapped students. Nine students were served in a self-contained, educational setting for emotionally handicapped students. Seven students received speech therapy. Several students received special education while in attendance at McCormick High School.

The Special Services Department's program for serving severely emotionally disturbed adolescent males, ages 13—18, in a structured, residential setting, served a total of 12 students during the



fiscal year. The program is designed to serve 8 adolescent males at any given time. The eight young men who began the 1985-86 school year were very successful in the program. At the end of the school year, 5 of the 8 young men were discharged from the program, and 4 new students were admitted. This success is attributable first to the staff who made a commitment to stay with these young people through both the good and the difficult times. The students, teachers, counselors and many others also deserve acknowledgement for this success.

Twelve children in J. M. Nickles Cottage were brought under the supervision of the Special Services Department. The addition of this cottage to our Department was to provide more supervision to children ages 10-13 who have developed learned behavior problems and who may also have mild emotional problems. The young men in Nickles Cottage progressed well during the fiscal year.

With the assistance of the Greenwood/McCormick/Edgefield Office of the S. C. Commission on Alcohol and Drug Abuse, the Special Services Department initiated several programs to instruct children in the area of alcohol and drug abuse. "Just Say No," a club for 1st through 6th grades, was begun on campus to emphasize the importance of saying no to drugs and alcohol. The Club members also participated in a walk-a-thon held in Greenwood, South Carolina, for all area "Just Say No" club members. Several hundred children and adults in the area participated in the walk.

ScIP, an intervention program for children who have used alcohol, drugs, tobacco, etc. or who are high risk students, was held during the school year. A curriculum to instruct students in the area of alcohol and drug abuse was also used during the school year for grades 1-6.

It is the main objective of the Special Services Department to recognize the individual educational and psychological needs of the children in placement. The recognition of these needs plays a vital role in a child's ability to progress in the campus and educational programs. Many professionals at John de la Howe School contribute to the success of Special Services' ability to serve the young people in placement. The role of Special Services is carried out by a Director/School Psychologist, a Unit Coordinator for the Emotionally Disturbed Adolescent Program and Nickles Cottage, a half-time secretary, two Special Education teachers, three Clinical Counselors and two Youth Counselors.



## WILDERNESS PROGRAM

Dr. Stephen E. Haussmann, Director

The 1985-86 fiscal year saw the process of establishing South Carolina's outdoor therapeutic camping program at John de la Howe School.

In November, Dr. Stephen Haussmann was hired as director of the Wilderness Program. Dr. Haussmann received his degree from the University of Georgia where he specialized in therapeutic camping programs for troubled children and youth-at-risk.

The first step in establishing the Wilderness Program was the selection of an appropriate site. An ideal location was identified adjacent to the campus, yet isolated enough so that program integrity would be maintained. John de la Howe School is presently in the process of completing negotiations with the USDA Forest Service for acquisition of the land. When this process is completed, John de la Howe School will obtain a peninsula of land, as well as adjoining property. The entire property will be an ideal site for the year-round camping program and allow for future program expansion.

An architect has been hired and an initial set of plans for two buildings has been approved. The plans call for a building which will serve as an administration/dining hall and a second building to be utilized as a showerhouse/equipment storage area. Construction will begin when the land exchange is completed.

In order to facilitate the referral and screening of children to the Wilderness Camp, John de la Howe School and the Department of Mental Health entered into a Memorandum of Agreement. This agreement will allow both agencies to work together to cooperatively provide for the needs of children before, during and after treatment.

Descriptions of the components and services to be provided by the John de la Howe School Wilderness Program follows.

### Wilderness Camp

Outdoor therapeutic camping is an alternative to the institutional and restrictive placement of emotionally handicapped and troubled youth and is based upon what is known as the "Loughmiller Model." Developed in the mid-1940's in Texas by Mr. Campbell Loughmiller, year-round therapeutic wilderness camps have come to be recognized as positive treatment programs



with an enviable success rate of 80%. There are approximately 30 such programs presently operating in the United States.

At the heart of the therapeutic program is the group-based experience. Campers are divided into groups by age and maturity. Each group of ten campers lives in the woods year-round with two live-in counselors and supported by a senior counselor. The group is involved in a wide range of activities, from writing their weekly plans to creating their own campsite. Working together to cooperatively provide for their basic needs of shelter, food and day-to-day requirements of living in the outdoors promotes positive behavioral and problem-solving skills.

The group depends on every member because individual problems can affect the entire group. If one camper is angry or upset, then all the members of the group stop other activities to help with the problem. Campers confront each problem and no one is permitted to leave until the problem has been solved. In these meetings young people learn to understand their feelings and to deal with them responsibly. The consequences of inappropriate behavior are handled by the group—not through punishment. Through this group process, campers learn to cope with their own problems and the problems of others.

One of the activities to which the group contributes is the designing and building of campsite structures. The structures may be as simple as a campsite bulletin board or as complex as a new sleeping tent. The group plans the construction of each structure from the initial design to the skinning and erecting of frame poles, to the finished product.

Two days a week campers plan their own menus and prepare these meals in their campsite. Food supplies are collected from the dining hall and returned to the campsite. Campers share the various tasks of food preparation, cooking and clean-up.

On the remaining days of the week, campers take their meals in the camp dining hall. Here again, the young people alternate through the job responsibilities of setting the table, serving and clearing the table after each meal. Time is set aside after meals for the different groups to share with other groups their plans and activities of the day.

Another opportunity for growth is provided through a trip experience. Group members will plan all the details of a trip, from food and basic equipment needed, to transportation. Trips may range from a bus trip to a local point of interest or an extended bus trip lasting three weeks or so; from a hiking trip in a national forest to a canoe trip down one of the many rivers in the southeast. These activities are valuable learning opportunities and provide experiences that will be long remembered.



Two to three hours a day campers will attend special education classes at camp. Each camper will receive instruction based upon his own individual needs. Teachers will be State certified. Campers will earn school credit in basic academic subjects. Upon discharge from camp, a transcript of school credits will be sent to the child's school.

Campers will also learn skills that cannot be taught in the classroom. They learn building skills through tent design and construction and learn math, reading and writing through daily activities such as calculating rations for cookouts, planning trips and writing letters. Opportunities are also provided to learn about the environment and conservation through nature hikes.

Recreational activities will include group games, fishing, swimming, arts and crafts and music.

At the close of every day, campers will participate in pow-wow. Pow-wow is a positive evaluation session held around a small campfire and is a chance for each youth to reflect on the day. Plans are made to make the next day go smoother.

Special camp events will include a non-denominational church service held every Sunday in an outdoor Chapel. Groups will take turns organizing and planning the service, and every camper will have the chance to participate.

Approximately every four weeks, the campers will return home for a two to three day stay. During this time the camper and family may meet with their family counselor. The bus will leave camp and arrive at a location where the youth will be met by his parent or guardian. At the end of Homesday, the camper will return to camp for the next four-week session.

Quarterly conferences will be scheduled approximately every three months at camp and parental attendance is essential. It is a chance for the camper, his family, the family counselor and members of the camp staff to meet and review the camper and family's progress. New goals may be set and strategies for the future planned. Essential to the success of the camp program is family involvement in the family services program. Parents must be willing to invest time on a weekly basis in the program. A positive outcome for all concerned is the responsibility of the family as well as the camper. Participation by the family allows them to play an integral part in helping the child succeed in the camp program.

The length of stay at camp may vary, but the average stay is expected to be approximately ten to fifteen months. Upon discharge from camp, the camper and his family may continue to receive follow-up services through their family counselor for



approximately six months. This time helps the camper make the adjustment back to the home, school and community.

The main key to the success of the John de la Howe School Wilderness Camp will be the staff. The staff will be made up of men and women dedicated to helping young people. Camp counselors will have Bachelor Degrees in varying fields related to child guidance and will receive intensive training before and during their work at camp in such areas as first aid, safety, outdoor skills and problem-solving skills.

A young person's experience at camps is a time to feel better about oneself, make new friends and learn new skills. Boys may often come to camp with little hope but will leave with a promise of a productive future.

### Wilderness Trek

Another opportunity to serve South Carolina's troubled children and youth-at-risk will be provided through the Wilderness Trek Program. The Wilderness Trek Program will be a 10-day wilderness trip consisting of seven to eight days of hiking scenic trails in the southeast and two days of rafting. The ten-day program is an experientially-based intervention program which provides educational and personal learning opportunities to children who might otherwise not experience the self-discovery process.

Groups of 10 children (and an adult with whom they are familiar) will be guided through 10 days of hiking and white water rafting by two wilderness camp staff. Upon arrival at camp, the group will go through a safety and equipment briefing designed to familiarize them with camping gear and the environment in which they will be traveling. They will then go through a ropes course—a limited stress experience which helps each youth overcome inner obstacles and which helps promote group cohesion.

The group will camp out on John de la Howe School property and leave the next day for the hiking portion of the trip. They will be met on the eighth day and, after reprovisioning, will set out on the white water portion of their adventure. They will be picked up on the last day and brought back to John de la Howe School. After equipment check-in, a final briefing and trip evaluation will be held. The young will then return to their communities.

Similar programs around the United States all report documented improvements in self-esteem, self-image and confidence, with



associated gains in behavioral improvement.

The John de la Howe School Wilderness Program will provide a variety of outdoor experiences to challenge and help promote the physical and mental well-being of South Carolina's troubled children.



Wilderness trek students prepare their campsite for the night.



## BUSINESS AND SUPPORT SERVICES

George H. Young, Jr., Director

Composing the foundation of the Support Services Division, the Business Department consists of a director, personnel specialist, two accounting clerks, a payroll clerk and a secretary. The department is responsible for all the physical needs of the agency, handling accounting and bookkeeping functions, working through the Comptroller General's, State Treasurer's and State Auditor's Offices to insure proper financial guidelines are followed and implementing the rules and policies regarding the State Insurance Program, State Personnel Program, State Retirement and other employee benefits. The agency received monies from the State Appropriations, Federal Funds (ESE, LSCA, JTPA, and USDA) and Duke Endowment. Children's funds received through Social Security, Veteran's Administration, families, individuals and charitable donations are accounted for separately. The agency books are audited each year by the State Auditor's Office.

A brief financial statement of our operating account is in the back of this report. These are unaudited figures.

### Federal Programs - Mary H. Cartledge

During fiscal year 1985-86, Federal Funds were received by the agency through Chapter I and Chapter II of the Education Consolidation Improvement Act (ECIA); Office of the Governor, Division of Employment and Training (JTPA); the U. S. Department of Agriculture; the S. C. State Library (LSCA) and Direct Delivery for Legal School-Aged Handicapped Pupils. The Chapter I budget for the year totalled \$55,579. These funds provided compensatory educational programs to our most disadvantaged students in grades 4-9 in the form of remedial reading, remedial math and some social services. Project funds paid the full salaries of one remedial reading teacher, one remedial math teacher, and five percent of the time of a coordinator, as well as supplies.

The ECIA programs have been a valuable part of our total program. Through the use of these funds, our most disadvantaged students have not only overcome many academic handicaps in reading and math, but have shown great improvement in social adjustment and self-concept.

The Chapter II grant for \$1,008 was used to purchase instructional material, equipment and school library resources.

Funds through the Job Training Partnership Act, totaling \$20,753 were received through the Office of the Governor, Division of Employment and Training, under Chapter II, Special Programs. This year's program was divided into two cycles during the school



year and a summer program. The two cycles of the program consisted of two entry employment experience components, with twelve students participating in each cycle. Twelve of the 24 students returned to the campus for the summer to work in various areas, with another 12 students participating in a classroom training program—a basic electricity course. Taught by prevocation teacher Charlie E. Willis, students learned basic housewiring and installation of lights and switches, providing them "hands-on" experience that could be used as a basic structure in the study of electricity or for use in daily living.

Students who participated in regular and summer work experience activities, as well as career employment experiences, were exposed on a rotation basis to occupations such as farming, food preparation and management, maintenance of building and grounds, laundry services, nursing, clerical work, library science, and cottage counselor aid. These experiences provided opportunities to learn varied skills that are used in careers or everyday living. Students were allowed to work up to ten hours per week during the school year and 25 hours per week during the summer months. Earnings were used for school expenses, clothing, personal items, or savings accounts. All participants in the program receive counseling related to worksites and personal career choice. They were exposed to these presentations by professionals working in a particular career field. An academic remediation component was added to the program. A total of 12 students received remediation in the area of reading and math.

John de la Howe School participates in the U. S. Department of Agriculture's National School Lunch and Breakfast Program. A monthly reimbursement is received for meals served in our school food service program. Commodities are also received from the USDA.

A grant from the South Carolina State Library, under the Book Collection Improvement, totaled \$1,000. This grant was used for the improvement of library services to the students of John de la Howe School by providing additional books and library resources.

A grant for Direct Service Delivery for Legal School-Aged Handicapped Pupils totaled \$6,221. This grant provided speech therapy services on campus for students requiring such service on a one-to-one basis.

Federal Programs have played a significant role in providing additional and needed services to the children in placement at John de la Howe School.



Plant Maintenance - John F. Myers, Jr., Supervisor

The physical plant of John de la Howe School consists of over forty buildings and is situated on 1,476 acres. Under the coordination of Mr. Myers, our facilities were kept in good condition by the maintenance personnel of Harold McConnell, Tony McKee and Amos Hardy.

Because of our rural setting, the campus actually functions as a small community, requiring many varied services. The primary responsibilities of this department are: maintenance of campus waterlines and plumbing; operation of a wastewater treatment plant; maintenance of the campus electrical system which involves replacing damaged switches and receptacles, installing new circuits, maintaining high voltage lines, including our fire protection system; painting and woodwork on all campus buildings; maintaining furnaces in all campus buildings; and general maintenance on all buildings and equipment as required.

Dietary - Mrs. Irene H. Torchia, Dietitian

The agency operates a central cafeteria on campus which provides three meals daily, twelve months a year, to all children. Young people in our care learn to cook and serve meals, to care for and clean equipment, as well as ordering food and planning menus.

The dietitian, assisted by Mrs. Myrtice Anthony, Mrs. Mary L. Belcher, Mrs. Virginia Johnson, Mrs. Hattie Calhoun, and the children, prepares the food and vegetables for cooking and serving. Again this year, we had a bountiful crop of vegetables from the campus garden. Cafeteria staff and children worked long hours getting the vegetables canned, frozen and preserved so that they may be enjoyed during the winter months.

Six cottages are self-contained, with staff and children preparing their own breakfast and evening meals. Cafeteria personnel prepare food orders for those cottages. All food purchases are handled by the dietitian.

Meals are prepared for many special occasions, including banquets, picnics and parties, giving children an opportunity to learn to function in various social situation.

Participation in the USDA Breakfast and Lunch Program and the USDA Commodity Program requires that dietary staff receive training in food services and that various records and report be maintained. The most important aspect of the Dietary Program is teaching children the importance of providing balanced, nutritional meals.



Farm Operation - Ralph C. Moore, Farm Manager

The farm operation was busy all year with several projects from which the agency will benefit for many years to come. The farm staff monitored the timberland, replanting and replacing seedlings that did not grow or were damaged. The farm operation sold calves that had been kept over the winter. The female calves were retained to enlarge the herd. We purchased a bull with the proceeds of the calf sale. As of June 30, 1986, we had a total of 102 heads of cattle in our beef herd operation.

The campus garden was very productive again this year. With the use of irrigation equipment and better planting methods, we were able to harvest, process and store more vegetables.

Farm Manager Ralph Moore, assisted by E. L. "Pete" Young, continued to train students in proper care of animals and to teach them the proper methods of planting a garden, growing and harvesting vegetables, upkeep of the campus lawns, shrubbery and trees. The campus grounds, forest and pastures were well kept.

Laundry and Supply Room - Mrs. Dorothy M. Hamrick, Supervisor

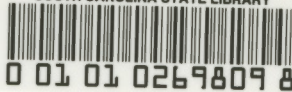
With the help of students, one adult and a part-time staff member, the campus laundry operated three days each week. Boys' cottages send laundry twice a week and the girls' only once. Bed linen is sent once a week and bedspreads once a month. Blankets are also cleaned in the campus laundry.

Students are taught to operate the washers, pressers, etc. They also learn to fold clothing and bed linen and pack them in the proper baskets for delivery to each cottage, infirmary and cafeteria.

The supply room, located in the Administration Building, is open all day on Tuesdays and Fridays and other days after laundry hours. Supplies for all cottages, cafeteria and infirmary are issued by requisition from houseparents, including shoes, clothing etc. for the children. Inventory records are kept in the supply room files.

The Laundry and Supply Room Supervisor also teaches a group of young people proper cleaning methods and upkeep of the Administration Building.





## JOHN DE LA HOWE SCHOOL

## FINANCIAL STATEMENT 1985-86

Operation Fund

I. Administration	Personal Services	\$ 60,554
	Other Operating Expenses	600
II. Education	Personal Services	354,083
	Other Operating Expenses	13,835
III. Children's Services	Personal Services	444,072
	Other Operating Expenses	37,418
IV. Special Services	Personal Services	194,623
	Other Operating Expenses	35,620
V. Wilderness Program	Personal Services	23,424
	Other Operating Expenses	45,307
VI. Business and Support Services	Personal Services	313,652
	Other Operating Expenses	475,905
VII. State Employer Contributions	Personal Services	279,003
TOTAL EXPENDITURES		\$2,278,096



